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ABSTRACT

This 1-year pilot project in training nurse's aides to become eligible for licensing as practical nurses in isolated rural hospitals was designed to upgrade their skills, expand their theoretical knowledge, and aid in occupational mobility upon successful completion of the program and the State's examination. Conducted in a typical rural hospital with a shortage of nurses, 12 aides averaging 3.4 years employment with this hospital were selected; training was conducted on a part-time basis; and eight students graduated. Statistical data on individual graduates, who are now working as licensed practical nurses, are provided. In order to evaluate student attitudes and morale, three students with the highest, lowest, and median grades were interviewed. The curriculum was evaluated and recommendations for program improvement were included. The program objectives, together with methods of accomplishment, are included. (AG)

ED 070818

TRAINING NURSE'S AIDES TO BECOME LICENSED PRACTICAL NURSES IN ISOLATED RURAL HOSPITALS

Project Number: C 7126

FINAL REPORT

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September, 1972
Department of Education
Division of Vocational, Technical and Adult Education
Little Rock, Arkansas

VT017907

FINAL REPORT

Project #7126

Project Title:	Training Nurse's Aides To Become Licensed Practical Nurses In Isolated, Rural Hospitals
Project Director:	Lloyd M. Greenwell State Supervisor Health Occupations Education Division of Vocational, Technical and Adult Education Department of Education Little Rock, Arkansas
Project Coordinator:	Paul J. Steinle Administrator Chicot County Memorial Hospital Lake Village, Arkansas
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Project Duration:	May 1, 1971, to April 30, 1972

ABSTRACT

Title: Training Nurse's Aides To Become Licensed Practical Nurses In Isolated, Rural Hospitals

Director: Lloyd M. Greenwell

Institutions: Arkansas Department of Education
Chicot County Memorial Hospital
Lake Village, Arkansas

Duration: May 1, 1971, to April 30, 1972

Purpose: This project proposed to conduct a pilot program in training nurse's aides to become eligible for licensing as practical nurses in rural, isolated hospitals. It was designed to accept aides, upgrade their skills, expand theoretical knowledge and provide career mobility to L.P.N.'s upon successful completion of training and the state's examination.

Objectives: The objectives of this project are: (1) to increase the number of nursing personnel in rural communities; (2) to demonstrate the possibility for aides to undergo training while remaining employed; (3) to design a curriculum for L.P.N. training for those who already have some appropriate skills and knowledge; (4) to develop criteria for student selection; (5) to investigate teaching techniques; (6) to evaluate the attitudes and morale of nurse's aides.

Procedures: This project was conducted in a typical, rural hospital with a shortage of practical and professional nurses. Twelve aides with an average of 3.4 years employment with this hospital were screened and selected following the usual procedures for L.P.N. students. Training was organized so that they continued to work part-time at their regular assignments. The program was one year in length. Of the twelve students who entered, eight graduated and passed the state nursing board licensing examination with scores comparable to those graduates from the traditional practical nurse schools. Two dropped for personal reasons and two dropped because of academic difficulty. The graduates are now working as L.P.N.'s at the same hospital and the drop-outs returned to their former jobs as aides. Statistical data on the individual graduates is included in this report.

STATEMENT OF THE PROBLEM

The present ratio of nurses in Arkansas per 100,000 population is 155. The national ratio is 298 per 100,000 population. The rural nurse population is even lower and has reached a ridiculous level of 81 per 100,000 population. Over fifty percent of the practicing nurses in this state are working within a fifty-mile radius of Little Rock. Considering other metropolitan areas such as Fort Smith, Pine Bluff, Fayetteville, Springdale, and other smaller cities such as Texarkana, Camden, West Memphis, which also have their proportionate share, one wonders just how few nurses do practice in isolated, rural hospitals.

Innovative ways to increase the number of qualified health care personnel was needed. Many jobs in the health care industry, especially nurse's aides' jobs, were dead-end in nature. The only way a nurse's aide could realize a salary increase was by receiving annual raises; otherwise, they had limited access to promotions. In order to become a practical nurse, a nurse's aide had to voluntarily leave her position and enroll full-time as a student. Very few, especially those who contributed to the family income, could afford the expense of lost income and tuition costs. This program enabled them to work while upgrading their skills and gave them a method of career advancement.

Another stigma related to isolated communities was that very few L.P.N. graduates sought employment in small hospitals. They preferred to go to larger towns and cities where career opportunities were better. Nurse's aides in these small hospitals would not leave their families and travel fifty or more miles to an area vocational technical

school to attend several months of classroom instruction. In the few instances in which they did, the graduates frequently did not return to the same hospitals for they had been awakened to the opportunities elsewhere. Another problem was that if several aides left a small hospital, the resultant personnel shortage was detrimental to patient care.

This research project made possible the training of a number of potential practical nurses. It permitted experimentation with curriculum, organization and teaching methods appropriate to the knowledge already known by these nurse's aides. It offered a model for adaptation in other communities and localities. It provided an opportunity to move up the career ladder, and it helped to convert the job of a nurse's aide into a new career mobility.

STATEMENT OF THE PURPOSE

This project proposed to conduct a pilot program in training nurse's aides to become eligible for licensing as practical nurses in rural, isolated hospitals. It was designed to accept nurse's aides, upgrade their skills, expand their theoretical knowledge and provide career mobility to licensed practical nurses upon successful completion of training and the state's examination. More specifically, the objectives of this project were:

1. To increase the number of nursing personnel in specific rural communities by preparing nurse's aide to write the L.P.N. examination.

2. To demonstrate the possibility for nurse's aides to undertake this training while remaining employed.

3. To design a curriculum for L.P.N. training for those who already have some appropriate skills and knowledge.

4. To develop criteria for candidate selection.

5. To investigate teaching techniques for working nurse's aides.

6. To investigate the impact of an upgrading program in the nursing service of a rural community.

7. To evaluate the attitudes and morale of nurse's aides.

8. To record the results of the program.

PROCEDURES

The Chicot County Memorial Hospital at Lake Village, Arkansas was selected as a pilot center for training nurse's aides to become licensed practical nurses. This hospital is typical of some twenty-five other rural hospitals in Arkansas. A critical shortage of licensed practical nurses existed at the Chicot County Memorial Hospital.

The project was conducted under the supervision of the Vocational, Technical and Adult Education Division of the State Department of Education. Consultation was provided by the State Supervisor of Health Occupations Education and the Arkansas State Board of Nursing. Also an advisory committee was formed to assist in carrying out the overall functions within specific areas.

A registered nurse with a degree in nursing served as coordinator-instructor for the project.

There were fourteen nurse's aides employed at the hospital. These prospective trainees were screened and selected following the usual procedures for L.P.N. students. The candidates who were selected remained employed with the Chicot County Memorial Hospital. They continued to share the benefits outlined in the personnel policies and were subject to the rules and regulations governing employment of nurse's aides.

Training was organized so that nurse's aides continued to work part-time at their regular assignments. The candidates spent part of each day attending classes and receiving clinical experience, uninterrupted and without any connection to their assignment as nurse's aides. The training program was one year in length. The candidates maintained satisfactory levels of work performance and attendance, in addition to making passing grades in classroom and clinical training.

The hospital agreed to employ the candidates as L.P.N.'s upon completion of the program. Candidates that failed to complete the program, were returned to full-time employment as nurse's aides.

All training, both classroom and clinical, was conducted at the hospital. The hospital agreed to provide adequate classroom facilities and to furnish some of the teaching materials and consumable supplies.

EVALUATION

The evaluation is divided as follows:

A. Curriculum evaluation
B. Objectives evaluation
C. Student evaluation
D. Selection criteria
E. Statistical evaluation
F. Summary

A. Curriculum evaluation:

The curriculum and teaching methods were developed with an awareness of the potential of each individual student. This permitted development to be along the traditional methods with modifications and innovations used to compensate for basic procedures. It provided the opportunity for deleting time spent with repetition in the learning of skills and the application of this time to the gaining of knowledge and understanding. As a result, the emphasis in curriculum development was on theoretical gain, or the why behind the how; moving from the normal to the abnormal; and a combination of problem solving and meeting the patients' needs.

The first 14 weeks were designed as building blocks of theory. A typical day during this foundation period was as follows:

8:00 - 12:00 - Lectures, discussions, questions and answers, demonstrations.
12:00 - 12:30 - Lunch
12:30 - 3:00 - Lecture, application of principles and techniques.

The remaining 38 weeks included a continuation of theory plus clinical learning situations on a rotation basis.

A typical day during this period consisted of:

7:45 - 12:00 - Clinical learning experience.
12:00 - 12:30 - Lunch
12:30 - 2:45 - Team conference, lecture & discussion.

1. The time allotted to the instructor for development of the curriculum was inadequate.

2. The students lacked adequate insturctor's supervision during clinical learning experience. A suggestion is to utilize a selected L.P.N. as a clinical instructor.

3. Allottment for secretarial time was inadequate.

4. Students' clinical experience in obstetrics and pediatrics was limited.

5. There is a need for greater flexibility in the budget. In a research or pilot program there are too many unknowns to stay within a "line item budget". Authority to deviate by as much as 25% per line should be allowed. Also, since practically all of the students in this type program contribute to the family income, a procedure whereby these aides can receive a regular salary rather than a stipend is necessary. A small, rural, not for profit, hospital cannot afford the payment of either a stipend or straight salary.

6. With the exceptions noted above, the methods employed for instruction were considered successful.

B. Objectives evaluation:

The objectives set forth under statement of purpose were accomplished as follows:

1. Those students graduating from the program have passed the Arkansas State Board of Nursing's examination for licensure and are presently employed as L.P.N.'s in the hospital where the program was conducted. This increased the ratio of L.P.N.'s to patients from 4.4. to 12.4.

2. The students remained employed as part-time nurse's aides during their training. The four that did not complete the program returned to their former jobs as nurse's aides without loss of employee benefits.

3. Consideration was given to the previously learned technical skills as a nurse's aide. Curriculum emphasis was placed on theory behind the technique.

4. The selection of students was based on abilities demonstrated as reflected in section D, selection criteria.

5. Prior contact with and knowledge of students potential was a decisive factor in teaching techniques utilized, e.g., orientation to the hospital and staff was not essential.

6. The students are capable of giving more skilled patient responsibility than before. The program has made a definite career mobility for aides. As a result of this program, two similar programs are now in progress in rural hospitals and three are in the planning stages.

7. Refer to section C, student evaluation.

8. The recorded results are reflected in this report.

C. Student evaluation:

In order to evaluate the attitudes and morale of the candidates, three students with the highest, median, and lowest academic grades were interviewed in a private, informal atmosphere. Although each student was aware of her academic standing, this fact was not brought out in the interview. Each student was placed at ease and told why the interview was being conducted. The student was asked leading questions concerning her background, personal problems encountered while enrolled in the project, academic achievements and difficulties, hospital staff reaction, and her own reaction to the methodology of instruction.

STUDENT #2: This student holds the highest grade with an overall average of 93 percent. She graduated from high school in 1953 and ranked in the upper ten percent of her class. She is a 36 year old, white female, married with four teenage children. She worked in surgery as a nurse's aide for two years at this hospital before entry into the program. Prior to that, she was a housewife with no work experience. She

has always wanted to be a nurse. She states that if the opportunity arises, she will persue a registered nurse's program.

Her family willingly cooperated with her while she was enrolled in the course. She was given encouragement and many of her household responsibilities were taken over by her husband and children. Family mealtime discussions were centered around her learning experiences for the day and she entered into a sort of competition with her children for respective school achievements. She stated that her husband was a "good provider" and that she experienced no financial difficulties. (She stated that about half of the class did have financial difficulties.)

Her study habits were disciplined and routine. She studied 25-30 hours per week, mostly in the early a.m. (sometimes at 3 a.m., while her family was still sleeping) and on Sunday afternoons.

Her greatest classroom difficulties were encountered in pharmacology and nutrition. The basic mathematics of pharmacology forced her to study extra hours. She experienced difficulties relating a balanced diet and the dietetic habits of the various ethnic, social and cultural groups. In the clinical area, the daily routine of patient care was hard to assimilate because her work experience was confined to surgery.

She had no criticism concerning the methodology of instruction and considered it an excellent means of teaching.

Student #2 reported that the entire hospital staff, and especially the nursing staff, went out of their way to help the students both in the clinical and classroom areas. She reports that the entire hospital and community was proud of the program. The

only negative reaction was from the nurse's aides who complained that their work-load was increased because students were not utilized for routine service.

STUDENT #4: This student holds the median grade average of 87 percent. She completed the 10th grade and passed the Metropolitan Achievement Tests prior to entry into the class. She is a 35 year old, white female, married with four teenage children. She worked in the newborn nursery for one year at this hospital before entry into the program. Prior to that, she was a housewife. This student has no desire to become a registered nurse.

This student experienced many financial difficulties because her husband, who is a carpenter, was out of work several months while she was in training. In addition, due to apathy of husband and family, she had a difficult time finding time to study and do her housework. She also had some doubts about her ability to make "passing grades" in her classroom work. She had no doubts about her ability in the clinical area. She reports that she averaged 10-15 hours per week studying mostly at night after her family had retired.

She, like the rest of the class, reported that her most difficult areas were with pharmacology and nutrition. She felt not enough time was spent with the basics of pharmacology.

She had no criticism of the program, and reported that the hospital staff cooperated in making the program a success.

STUDENT #3: This student holds the lowest grade average of 77 percent. She graduated from high school in 1959 with average grades. She is a 31 year old, black female with

four preteenage children. She worked at this hospital as a nurse's aide for three years prior to entry into the program. She was a housewife with no other work experience. Her major difficulty was managing her time between household chores and finding time to study. She has always wanted to be a nurse and would take RN training if the opportunity arises.

This student had financial difficulties because of low family income. Her family, especially her mother, who took care of her children, was cooperative and gave her encouragement to complete the training.

Academically, nutrition was the most difficult and she had trouble remembering the "functions" of different vitamins. Pharmacology was also difficult because of a poor math background.

This student as well as the entire class, had no negative comments concerning the program and reported that the entire staff gave them all the support they needed.

Conclusion of student evaluation: Three students with essentially the same socio-economic backgrounds, work experience, academic achievements, age, and family environment were interviewed in order to evaluate students' morale and attitudes. Each student is in her thirties, married, with four school age children, and a native born citizen who has lived her entire life in this community. Their study habits, difficulties, anxieties, and observations showed a high degree of correlation.

The morale and attitude of the students was excellent. This is reflected in their positive approach to overcoming family, financial and personal hardships in order to complete their training. For a student with home responsibilities, there is some indication that family cooperativeness is essential to her successful completion of the program without undergoing undue anxieties.

Certainly, the encouragement of family, friends and hospital staff is a motivating factor directly related to high morale and a healthy attitude.

D. Selection criteria of candidates:

1. Social and emotional maturity.
2. Physical health.
3. Understanding of scientific princples - application of technical skills.
4. Ability to work with others.
5. Adaptability.
6. Dependability.
7. Planning ability.
8. Judgment and initiative.
9. Evaluation of previous nursing experience.
10. Aptitude "GATB" Test.

    G - Intelligence. General learning ability. Ability to reason and make judgments (you may compare the "G", NLN and State Board Results of the individuals).

    V - Verbal aptitude - Ability to observe meaning of words, ability to present information clearly.

    Q - Clerical perception - Ability to observe differences in copy, to proof read words and numbers, and to avoid perceptual errors in arithmetic computations.

    K- Motor coordination - Ability to control rapid movements of the hand in accordance with what the eye does see. Ability to make movement response quickly.

E. Statistical evaluation:

The statistical data on the Chicot County Memorial Hospital school of Practical Nursing is reflected in the following pages of this report. The average age of the students is 34 years; 12 students entered the program and 8 graduated. The average educational level of the graduating students is 10.5 years with 3.4 years of experience. The average educational level of drop-outs is 10.7 years with 4.8 years experience.

F. Summary of findings:

The hypothesis that rural, isolated hospitals with limited clinical training facilities are capable of training their own nurse's aides to become licensed practical nurses is well supported by this study. The state nursing board licensing examination scores of the graduates were comparable to the scores attained by graduates of the traditional practical nurse schools. The profile of the average student is: married; four children, 34 years old, 10.5 years of education, 3.4 years of experience as a nurse's aide. Twelve students entered the program and eight graduated. The average educational level of the drop-outs is 10.7 years with 4.8 years of experience. Two students dropped because of personal problems and two dropped because of academic difficulty. The number of drop-outs seem to indicate that a more valid system of student selection is needed. Since the hospital nursing staff decided which aides would enter the program, personalities

may have prevented an objective selection. This study made possible the experimentation with curriculum, organization and teaching methods appropriate to the knowledge already known by nurse's aides. It has offered a model for adaptation in other communities. It provided an opportunity to move up the career ladder and it helped to convert the job of a nurse's aide into a new career mobility.

CLASS STATISTICAL DATA SHEET

	Age	Sex	Marital Status	No. of Children	* Education	Nurse Aide Course	No. of yrs. Experience	Completed Course	Course not Completed
Student 1	39	F	M	3	8	yes	3	yes	
Student 2	36	F	M	4	12	no	2-1/2	yes	
Student 3	31	F	M	4	12	yes	3	yes	
Student 4	35	F	M	4	10	no	1	yes	
Student 5	45	F	S	0	8	no	10	no	Course too difficult
Student 6	40	F	M	6	11	yes	3	no	family problems
Student 7	30	F	M	5	10	yes	2-1/2	yes	
Student 8	43	F	M	2	8	yes	3	yes	
Student 9	37	F	M	5	12	no	4	yes	
Student 10	23	F	S	0	12	yes	3	no	Course too difficult
Student 11	21	F	S	1	12	yes	2-1/2	yes	
Student 12	35	F	W	3	12	no	3-1/2	no	personal problems

* Highest grade completed.

All students not high school graduates took the Metropolitan Achievement Test.
Those students not completing the course are presently employed as nurse aides.

INDIVIDUAL STUDENT FINAL EVALUATION

STUDENT 1

COURSE	THEORY GRADE	CLINICAL GRADE	AVERAGE GRADE
I	76		76
II	76		76
III	79		79
IV			
V	75		75
VI	87		87
VII	90	93 - 90 - 98	92
VIII	90	80	85
IX	85	95	90
X	78		78
XI	80		80
XII	85		85

AVERAGE THEORY GRADE 82
AVERAGE CLINICAL GRADE 91
OVERALL AVERAGE GRADE 82

Course I	Vocational Relationships
Course II	Personal, Family and Community Health
Course III	Body Structure and Function
Course IV	Patient Centered Care (integrated throughout program)
Course V	Nutrition in Health and Illness
Course VI	Basic Nursing Principles and Skills
Course VII	Nursing Adults with Medical and Surgical Conditions
Course VIII	Nursing Mothers and Infants
Course IX	Nursing of Children
Course X	Pharmacology
Course XI	Mental Health and Care of the Mentally Ill
Course XII	Disaster Nursing and First Aid

INDIVIDUAL STUDENT FINAL EVALUATION

STUDENT 2

COURSE	THEORY GRADE	CLINICAL GRADE	AVERAGE GRADE
I	90		90
II	90		90
III	93		93
IV			
V	94		94
VI	90		90
VII	92	98 - 97 - 91	95
VIII	90	98	94
IX	91	95	93
X	98		98
XI	93		93
XII	93		93

AVERAGE THEORY GRADE 93
AVERAGE CLINICAL GRADE 96
OVERALL AVERAGE GRADE 93

Course I	Vocational Relationships
Course II	Personal, Family and Community Health
Course III	Body Structure and Function
Course IV	Patient Centered Care (integrated throughout program)
Course V	Nutrition in Health and Illness
Course VI	Basic Nursing Principles and Skills
Course VII	Nursing Adults with Medical and Surgical Conditions
Course VIII	Nursing Mothers and Infants
Course IX	Nursing of Children
Course X	Pharmacology
Course XI	Mental Health and Care of the Mentally Ill
Course XII	Disaster Nursing and First Aid

INDIVIDUAL STUDENT FINAL EVALUATION

STUDENT 3

COURSE	THEORY GRADE	CLINICAL GRADE	AVERAGE GRADE
I	74		74
II	74		74
III	74		74
IV			
V	73		73
VI	78		78
VII	70	90 - 89 - 88	80
VIII	72	89	80
IX	70	90	80
X	75		75
XI	78		78
XII	78		78

AVERAGE THEORY GRADE 74
AVERAGE CLINICAL GRADE 89
OVERALL AVERAGE GRADE 77

Course I	Vocational Relationships
Course II	Personal, Family and Community Health
Course III	Body Structure and Function
Course IV	Patient Centered Care (integrated throughout program)
Course V	Nutrition in Health and Illness
Course VI	Basic Nursing Principles and Skills
Course VII	Nursing Adults with Medical and Surgical Conditions
Course VIII	Nursing Mothers and Infants
Course IX	Nursing of Children
Course X	Pharmacology
Course XI	Mental Health and Care of the Mentally Ill
Course XII	Disaster Nursing and First Aid

INDIVIDUAL STUDENT FINAL EVALUATION

STUDENT 4

COURSE	THEORY GRADE	CLINICAL GRADE	AVERAGE GRADE
I	74		74
II	74		74
III	90		90
IV			
V	87		87
VI	91		91
VII	93	92 - 86 - 93	91
VIII	96	89	92
IX	81	92	87
X	92		92
XI	93		93
XII	93		93

AVERAGE THEORY GRADE 88
AVERAGE CLINICAL GRADE 90
OVERALL AVERAGE GRADE 87

Course I	Vocational Relationships
Course II	Personal, Family and Community Health
Course III	Body Structure and Function
Course IV	Patient Centered Care (integrated throughout program)
Course V	Nutrition in Health and Illness
Course VI	Basic Nursing Principles and Skills
Course VII	Nursing Adults with Medical and Surgical Conditions
Course VIII	Nursing Mothers and Infants
Course IX	Nursing of Children
Course X	Pharmacology
Course XI	Mental Health and Care of the Mentally Ill
Course XII	Disaster Nursing and First Aid

INDIVIDUAL STUDENT FINAL EVALUATION

STUDENT 7

COURSE	THEORY GRADE	CLINICAL GRADE	AVERAGE GRADE
I	80		80
II	80		80
III	84		84
IV			
V	78		78
VI	92		92
VII	87	89 - 84 - 93	88
VIII	88	89	89
IX	79	86	83
X	78		78
XI	85		85
XII	92		92

AVERAGE THEORY GRADE 78
AVERAGE CLINICAL GRADE 88
OVERALL AVERAGE GRADE 84

Course I	Vocational Relationships
Course II	Personal, Family and Community Health
Course III	Body Structure and Function
Course IV	Patient Centered Care (integrated throughout program)
Course V	Nutrition in Health and Illness
Course VI	Basic Nursing Principles and Skills
Course VII	Nursing Adults with Medical and Surgical Conditions
Course VIII	Nursing Mothers and Infants
Course IX	Nursing of Children
Course X	Pharmacology
Course XI	Mental Health and Care of the Mentally Ill
Course XII	Disaster Nursing and First Aid

INDIVIDUAL STUDENT FINAL EVALUATION

STUDENT 8

COURSE	THEORY GRADE	CLINICAL GRADE	AVERAGE GRADE
I	74		74
II	74		74
III	77		77
IV			
V	71		71
VI	79		79
VII	79	86 - 84 - 87	84
VIII	78	87	82
IX	82	87	84
X	77		77
XI	76		76
XII	78		78

AVERAGE THEORY GRADE 77
AVERAGE CLINICAL GRADE 86
OVERALL AVERAGE GRADE 78

Course I	Vocational Relationships
Course II	Personal, Family and Community Health
Course III	Body Structure and Function
Course IV	Patient Centered Care (integrated throughout program)
Course V	Nutrition in Health and Illness
Course VI	Basic Nursing Principles and Skills
Course VII	Nursing Adults with Medical and Surgical Conditions
Course VIII	Nursing Mothers and Infants
Course IX	Nursing of Children
Course X	Pharmacology
Course XI	Mental Health and Care of the Mentally Ill
Course XII	Disaster Nursing and First Aid

INDIVIDUAL STUDENT FINAL EVALUATION

STUDENT 9

COURSE	THEORY GRADE	CLINICAL GRADE	AVERAGE GRADE
I	72		72
II	72		72
III	70		70
IV			
V	73		73
VI	80		80
VII	80	93 - 89 - 90	88
VIII	88	87	87
IX	75	89	82
X	81		81
XI	76		76
XII	84		84

AVERAGE THEORY GRADE 77
AVERAGE CLINICAL GRADE 89
OVERALL AVERAGE GRADE 78

Course I	Vocational Relationships
Course II	Personal, Family and Community Health
Course III	Body Structure and Function
Course IV	Patient Centered Care (integrated throughout program)
Course V	Nutrition in Health and Illness
Course VI	Basic Nursing Principles and Skills
Course VII	Nursing Adults with Medical and Surgical Conditions
Course VIII	Nursing Mothers and Infants
Course IX	Nursing of Children
Course X	Pharmacology
Course XI	Mental Health and Care of the Mentally Ill
Course XII	Disaster Nursing and First Aid

INDIVIDUAL STUDENT FINAL EVALUATION

STUDENT 11

COURSE	THEORY GRADE	CLINICAL GRADE	AVERAGE GRADE
I	64		64
II	64		64
III	75		75
IV			
V	80		80
VI	88		88
VII	80	90 - 89 - 93	88
VIII	78	89	84
IX	73	90	81
X	80		80
XI	80		80
XII	71		71

AVERAGE THEORY GRADE 76
AVERAGE CLINICAL GRADE 90
OVERALL AVERAGE GRADE 78

Course I	Vocational Relationships
Course II	Personal, Family and Community Health
Course III	Body Structure and Function
Course IV	Patient Centered Care (integrated throughout program)
Course V	Nutrition in Health and Illness
Course VI	Basic Nursing Principles and Skills
Course VII	Nursing Adults with Medical and Surgical Conditions
Course VIII	Nursing Mothers and Infants
Course IX	Nursing of Children
Course X	Pharmacology
Course XI	Mental Health and Care of the Mentally Ill
Course XII	Disaster Nursing and First Aid